

# —WEST DEPTFORD HIGH SCHOOL—

## DEPARTMENT OF FINE ARTS *Graphic Design 1 Curriculum Map* 2015-2016

Time Interval/ Content	Standards/Strands (shortened version)	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<b>Unit 1</b> <i>Typography</i> <b>8 weeks</b>  <i>Type Week:</i> <i>Name over image</i>  <i>Word out of Pictures</i>  <i>Name logo</i>  <i>Word out of Objects</i>  <i>WDHS graduation brochures</i>  <i>Homecoming Ticket Design</i>  <b>Logo Design:</b> <i>Arm in ArmT-shirt designs (HIB)</i>  <i>Don't drink and Drive</i>  <i>Don't text and Drive</i>	<b>1.1 The Creative Process:</b> 1.1.12.D.1 (E&P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art) <b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras) <b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate) <b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i> <b>D. Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>  <b>8.2.12.D.1</b> Apply the design process. Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.	<ul style="list-style-type: none"> <li>● What are some good rules to have in the classroom?</li> <li>● How are projects and class participation graded?</li> <li>● Why is art important to society?</li> <li>● Where do you see Graphic Design in your everyday life?</li> <li>● How do designers solve problems?</li> <li>● How is art a Universal language?</li> <li>● Why is good design important?</li> <li>● How do artists communicate ideas visually?</li> <li>● Which programs are used in the design industry?</li> <li>● What types of jobs are available?</li> </ul>	<i>Students will be able to...</i>  Comprehend classroom expectations, rules, consequences and grading system  Be oriented to classroom supplies and procedures  Have an understanding of how graphic design is used in our daily lives  Have an understanding of careers available in the graphic design field  Set up Power Point presentation  Have an overview of what is Graphic Design Contrast Repetition Alignment Proximity Size Contrast Weight Contrast Color Contrast Structure Contrast Form Contrast Direction Contrast  Identify examples of good and bad design	Rubric  Completion of Projects  Participation  Questions  Self Assessment  Reflections  Peer Teaching  Peer Review	Mad Libs Interview:  Partner introduction  Get to Know you Bingo  Provide Choice  Peer teaching  Guided Practice  Step by Step Worksheets  "How to" Video Tutorials

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	<p><i>Computational thinking and computer programming as tools used in design and engineering.</i></p> <p><b>8.2.12.E.1</b> Demonstrate an understanding of the problem-solving capacity of computers in our world.</p> <p><b>9.3.12.AR-VIS.1</b> Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p><b>9.3.12.AR-VIS.2</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p><b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media.</p>	<ul style="list-style-type: none"> <li>• How can typographic principles help you create more dynamic designs?</li> <li>• How can you use the tools in Photoshop to illustrate what you imagine?</li> <li>• How can Typography be used in creative ways?</li> <li>• How is typography viewed as a visual art?</li> <li>• Why is it important to understand typography as an artist?</li> </ul>	<p>Identify programs are used in the professional industry</p> <p><b>Acquire Specific Photoshop Skills:</b>            Quick selection tool            Refine Edge            Layer via copy            Drag &amp; Drop            Transform            Duplicate            Opacity            Morph tool            Magic eraser            Rotate Photo            Curves            Drag and drop            Multiply            Opacity            Mask            Quick selection tool            refine edge            layer via copy            Transform            Text/ Type tool            Rasterize text</p> <p>Make a copy of a layer</p> <p>Use a picture inside a text to create the type shape</p> <p>Use Dafont.com and type contrast to design original logo</p> <p>Cut an object out using quick selection tool and magic eraser and masks, resize and rotate image</p> <p><b>Understandings:</b>            Typography is an important asset to</p>		
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			<p>Graphic Design.</p> <p>Typography places emphasis on communicating emotion, forming connections and dialog between words and images.</p> <p>Type faces reflect attitudes and personality</p> <p>Artists use typography through the elements of art and principles of design as a form of art media for creation of art.</p> <p>Students will begin to create effective designs with the use of fonts and specific typefaces.</p>		
Time Interval/ Content	Standards/Strands (Full version)	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p><b>Unit 2</b> <i>Creative Photoshop Techniques</i> <b>12 weeks</b></p> <p><i>Bulletin Board (1)</i> <i>or</i> <i>Portfolio Project (2-4)</i> <i>or</i> <i>Selfie Project (1)</i></p>	<p>1x AR.9-12.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>0x AR.9-12.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</p>	<ul style="list-style-type: none"> <li>● How do graphic designers communicate their messages?</li> <li>● How is art a “Universal Language”?</li> <li>● Why do you think good design is important?</li> <li>● How do artists communicate ideas visually?</li> </ul>	<p><b>Students will be able to independently use their learning to think creatively, recognize how Graphic Design is incorporated into our everyday life and express themselves creatively through original designs.</b></p> <p><b>Knowledge</b> <i>Students will know...</i> Elements of Design Principles of Design</p>	<p>Participation</p> <p>Projects</p> <p>Google Quiz Exit Tickets</p> <p>Questioning</p> <p>Classmates critiques</p> <p>Verbal Quizzes</p>	<p>Individual Choice</p> <p>Mind map</p> <p>Provide Choice</p> <p>Peer teaching</p>

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<p><i>Obey Inspired (1)</i> <i>Song Lyric (2)</i> <i>Illustration(2)</i> <i>Fear Factor(2)</i> <i>Magazine Cover (2)</i> <i>CD/ DVD or Book Cover Design (1)</i></p>	<p>0x AR.9-12.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>0x AR.9-12.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1x AR.9-12.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x AR.9-12.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>0x AR.9-12.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>0x AR.9-12.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>0x AR.9-12.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p>	<ul style="list-style-type: none"> <li>• How do artists use appropriation in their work?</li> <li>• If someone looked at your bulletin board, what might they learn about you?</li> <li>• How can you express the mood and emotion of a song visually?</li> <li>• How do designers deceive consumers through the use of Photoshop?</li> <li>• How can Photoshop be used to “sketch” out and communicate ideas?</li> <li>• How are text colors chosen for cover design?</li> <li>• How do Graphic Designers create covers for books, CDs, and DVDs?</li> <li>• Why is it important to grab the attention of the viewer?</li> <li>• Where do you see Graphic Design in your everyday life?</li> <li>• How can you express yourself creatively in art without knowing how to draw?</li> <li>• What type of symbol would you come up with to describe yourself, your family members, your friends?</li> </ul>	<p>Contrast Repetition Alignment Proximity</p> <p>Understand basic components of Photoshop</p> <p>Understand the difference between good and bad design</p> <p>Use Photoshop to create backgrounds for designs</p> <p>Identify examples of good and bad design</p> <p>Identify programs are used in the professional industry Understand rules and grading system.</p> <p>Have an overview of what Graphic Design is</p> <p>Create a folder that will hold projects.</p> <p>Create a mind map that will describe their life</p> <p>Create connections between symbols</p> <p>Extrapolate unusual combinations of symbols to help tell a story</p> <p>Invent metaphorical symbols for themselves, their friends, family and future.</p> <p>Properly use tools in Photoshop based on guided practice exercises</p> <p>Utilize Appropriation to create their own original design.</p>	<p>Produce an original design</p> <p>Rubric</p> <p>Written paper</p> <p>Guided Practice</p> <p>Observation of student learning</p> <p>Peer teaching</p> <p>Self reflection</p> <p>Peer assessment</p> <p>Class critique</p> <p>Edmodo Posts</p> <p>Individual assistance</p> <p>Presentation to class Guided Practice</p> <p>Reflect on assessment data (this many got it)</p>	<p>Musical Chairs: Peer Assessment</p> <p>Guided Practice</p> <p>Step by Step Worksheets</p> <p>“How to” Video Tutorials</p>
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	<p>0x AR.9-12.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>0x AR.9-12.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x AR.9-12.1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>0x AR.9-12.1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>0x AR.9-12.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>0x AR.9-12.1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1x AR.9-12.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing,</p>	<ul style="list-style-type: none"> <li>• What are some ways you could creatively combine those images to create symbols to describe you and your life?</li> <li>• How can you use the tools in Photoshop to illustrate what you imagine?</li> <li>• How can I use Photoshop to combine symbols that represent me, my family, friends and future in a creative way?</li> <li>• What is appropriation in art? How did you use appropriation to create these designs?</li> <li>• How can Photoshop be used to creatively express mood and emotion in a song?</li> <li>• How do professional designers create magazine covers in Photoshop?</li> <li>• Can I believe everything I see in print?</li> <li>• How are magazine covers like paintings?</li> </ul>	<p><b>Specific Photoshop Skills:</b>          Quick selection tool          Refine Edge          Layer via copy          Drag &amp; Drop          Transform          Duplicate          Opacity          Morph tool          Magic eraser          Rotate Photo          Curves          Drag and drop          Multiply          Opacity          Mask          Quick selection tool          refine edge          layer via copy          Transform          Text</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use Photoshop to create an illustration using their fears as their inspiration.</li> <li>• Carefully cut out an image of themselves using quick selection tool in Photoshop.</li> <li>• Use transform tool to scale objects proportionately</li> <li>• Be able to use the mask tool to provide seamless transitions</li> <li>• How to use the type tool in Photoshop.</li> <li>• Vote for their favorite Fear Factor image on a blog.</li> <li>• Have someone take a photo of you “interacting” with your fear.</li> <li>• Use at <i>least</i> four image layers to convey your message. Add text to</li> </ul>		
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	<p>and multimedia arts for consumers, creators, and performers around the world.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b>  <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p> <p><b>D. Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i></p> <p><b>8.2.12.D.1</b> Apply the design process. Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.</p> <p><i>Computational thinking and computer programming as tools used in design and engineering.</i></p> <p><b>8.2.12.E.1</b> Demonstrate an understanding of the problem-solving capacity of computers in our world.</p> <p><b>9.3.12.AR-VIS.1</b> Describe the history and evolution of the visual arts and its role in and impact on society.</p> <p><b>9.3.12.AR-VIS.2</b> Analyze how the application of visual arts elements and principles of design communicate and express ideas.</p> <p><b>9.3.12.AR-VIS.3</b> Analyze and create two and three-dimensional visual art forms using various media.</p>		<p>heighten the meaning- don't just say what the fear is.</p> <ul style="list-style-type: none"> <li>• Text should blend well with image and font should reflect your theme.</li> <li>• Use appropriate color and camera angles to convey your mood and message.</li> <li>• Give it a creative title and save it in designated location.</li> <li>• Convey the mood and imagery in a song through images and text.</li> <li>• Design a magazine cover that features the student</li> <li>• Use Photoshop to create professional looking edited photos for mock magazine covers.</li> <li>• How to cut images out and paste them</li> <li>• How to use photo retouching tools that professionals use.</li> <li>• How to use the type tool in Photoshop.</li> <li>• Refine Photoshop skills</li> <li>• Create an original cover design for a book, a CD or a DVD of their choice that is professional in appearance.</li> </ul> <p><b>Understandings</b>          Students will understand that . . .</p> <p>Design <b>elements and principals</b> can transform information into visually appealing and easily readable media.</p> <p>Technology, specifically, Photoshop and InDesign are used in the professional industry</p> <p>Synthesis of ideas through Photoshop tools</p>		
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			<p>One can earn a living through a career in Graphic Design</p> <p>Art is a Universal Language</p> <p>Graphic Design is all around us. We are inundated with it. Examples: menus, gum, magazines, ads...</p> <p>Graphic Design provides for clear and concise communication.</p> <p>Influences our purchasing decisions.</p> <p>Typography and photography used together</p> <p>Type takes form size , color, direction, contrast.</p> <p>Principles: Contrast, Repetition, Alignment, Proximity</p>		
Time Interval/ Content	Standards/Strands	Essential Questions	Skills	Assessments	Suggested Differentiated Activities
<p><b>Unit 3</b> <i>PowerPoint: Final Exam</i></p> <p><i>Art Show</i></p> <p><i>Puppy quiz (screen shot)</i> <b>2 weeks</b></p>	<p>1x AR.9-12.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p>0x AR.9-12.1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</p>	<ul style="list-style-type: none"> <li>• How are Powerpoint presentations used in society?</li> <li>• Why is public speaking so important to master?</li> <li>• How do artists properly display their work?</li> <li>• How can art ask questions of the viewer?</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Assemble a portfolio of his/ her best work of the semester</li> <li>• Create a PowerPoint presentation that contains all of their best work from the semester</li> <li>• Research an artist and include findings in Powerpoint (Google Slides)</li> <li>• Reflect on skill improvement over the course of the semester</li> <li>• Present the portfolio to the class</li> </ul>	<p>Presentation to Class</p> <p>Reflection</p> <p>Rubric</p> <p>Google Quiz (designers- create/ take)</p> <p>Puppy Quiz (Photoshop tool assessment)</p>	<p>Full creative design freedom on Google Slides</p> <p>Option to present privately for those with</p>

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	<p>0x AR.9-12.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>0x AR.9-12.1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>1x AR.9-12.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x AR.9-12.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p>0x AR.9-12.1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.</p> <p>0x AR.9-12.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>0x AR.9-12.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.</p>	<ul style="list-style-type: none"> <li>• How many Photoshop skills have you mastered?</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to create a presentation (Google Slides)</li> <li>• Help organize and hang an art exhibition</li> <li>• Complete as much as possible on the Puppy Quiz</li> </ul>		<p>severe anxiety</p>
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<b>Unit 4: (Optional)</b>  <i>Andy Warhol and Printmaking</i>  Cards (birds-chairs-teacher appreciation, Christmas)  zentangles  <b>3 weeks</b>	<b>1.2 The Creative Process:</b> 1.1.12.D.1 (E&P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art) <b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras) <b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate) <b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship,	Why do you think good design is important?  Who is Andy Warhol?  Why is Andy Warhol considered a seminal figure in the Pop Art Movement?  What role does printmaking play in the graphic design industry and in the art world?  How can printmaking and mark making be used for self expression?  What kind of (chair, building, animal, bird) would you be? Illustrate it.	<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Use Photoshop to crop and posterize image</li> <li>• Filter – sketch- Photocopy or stamp</li> <li>• Add text and special fx</li> <li>• Print an 8x10 of Warhol Style Portrait</li> <li>• Matt an image</li> <li>• Transfer design to block print using iron</li> <li>• Carve block using linoleum cutter</li> <li>• Ink and block out areas</li> </ul>	Observation of student learning  Peer teaching  Self reflection  Print Swap  Presentations  Demonstrations  Safety demonstration	Choice of level of complexity

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## DEPARTMENT OF FINE ARTS *Graphic Design 1 Curriculum Map* 2015-2016

	<p>cultural context, originality as criteria), 1.4.12.A.4 (evaluate how culture influences emotional, intellectual, kinesthetic responses to art), 1.4.12.B.1 (critique), 1.4.12.B.2 (technical proficiency) 1.4.12.B.3 (influence of technology on art)</p>		<ul style="list-style-type: none"> <li>• Print an edition of 6 prints onto printmaking paper.</li> <li>• Sign prints</li> <li>• Hand color with watercolor and colored pencils</li> <li>• Trade prints.</li> <li>• Print on to a t-shirt if desired</li> </ul>		
<p><b>Unit 5 (Optional)</b> Illustrator 2 weeks</p>	<p><b>1.1 The Creative Process:</b> 1.1.12.D.1 (E&amp;P), 1.1.12.D.2 (translate literature, music, theatre, dance, etc into visual art)</p> <p><b>1.2 History of the Arts and Culture</b> 1.2.12.A.1 (world culture), 1.2.12.A.2 (innovation/historical eras)</p> <p><b>1.3 Performing</b> 1.3.12.D.2 (portfolio), 1.3.12.D.2 (art medium), 1.3.12.D.3 (exhibit), 1.3.12.D.4 (composition, theme, symbols), 1.3.12.D.5 (identify styles and emulate)</p> <p><b>1.4 Aesthetic Response and Critique Methodologies</b> 1.4.12.A.1 (use context), 1.4.12.A.2 (artist's intent using arts terminology), 1.4.12.A.3 (personal response based on craftsmanship, cultural context, originality as criteria)</p>	<ul style="list-style-type: none"> <li>• How can illustrator be used to "draw" an image?</li> <li>• Where do you see illustration every day?</li> <li>• How do Graphic Designers use Illustrator?</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Create an illustration using Illustrator</li> <li>• How to use the type tool and tool bar in Illustrator.</li> </ul>	<p>Checks for understanding</p> <p>Teacher Demo</p>	

# —WEST DEPTFORD HIGH SCHOOL—

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